

St Vincent de Paul Catholic Primary School

Behaviour Policy



Policy Date:	September 2022
Policy Status:	Statutory
Policy Review Cycle:	Annual
Next Review Date:	September 2023

In this policy you will find details of:

- Purpose of this policy
- Aims for behaviour in our school
- Our vision
- Expectations of Staff
- Expectations of Senior Leaders
- Expectation of pupils
- Positive Strategy/Support Steps
- Closing Statement

Purpose

The purpose of this policy is to guide staff, pupils and parents/carers on our restorative approach to behaviour management. This will allow the pupils at St. Vincent de Paul Catholic Primary School to enjoy a calm, nurturing and caring environment, which will support every child both emotionally and educationally in attaining the best possible chances for success.

St. Vincent de Paul is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. This behaviour policy guides staff in teaching the children self-discipline. It echoes the core values of our school with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency and clear, calm adult behaviour underpins this.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships, recognising these as lifelong skills.
- To sustain a culture of exceptionally good behaviour: for learning, for community, for life.
- To maintain a safe, respectful, equitable and happy school where learning opportunities are maximised.
- To ensure that excellent behaviour is a minimum expectation.
- To ensure all learners are treated fairly and with respect.
- To focus attention and importance on behaviours and not on labelling the child.
- To support learners in taking ownership of their behaviour and responsibility for any subsequent consequences.
- To provide staff with tools that equip children with the strategies to manage their behaviour and build positive relationships with others.

St. Vincent de Paul Catholic Primary School Vision

*Inspiring the children of St. Vincent de Paul to:
'Be happy, love learning, pursue endless possibilities!'*

We encourage our school family to live out our daily mission of **'Serving with love, Striving for Excellence'** through expression of our core Gospel values:

Faith
Love
Hope
Justice
Service
Courage

These important values form who we are and great emphasis is placed on developing these areas throughout each year. The full details of our Gospel values can be found in our extended mission statement.

We also hold the core **rules** of being:

Ready
Respectful
Kind

In addition, we wish to give recognition to pupils who always show consistently good behaviour, setting an example for others, and for those who go 'over and above' the expectation. 'Over and above' behaviours include exemplifying our school values, impacting the wider St. Vincent de Paul community and showing St. Vincent de Paul's initiative.

At St. Vincent de Paul, we have high expectations and aspirations for ALL pupils. This is recognised through weekly certificates at assembly, positive reinforcement strategies, recognition boards in classrooms and the 'golden' recognition board outside the Headteacher's office, and end of term 'Golden Assemblies'.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

Expectations of Staff

We expect every adult to:

1. Meet and greet every child every morning in their classroom, promoting high expectations from the outset.
2. Persistently use our core rule-language of 'Ready, Respectful, and Kind' to spread the consistent and accurate message of the expectations across the whole school.
3. Build professional relationships with all children, modelling and celebrating positive behaviour along the way.
4. Plan (or contribute to the planning of) lessons that engage, challenge and focus on, the diverse needs of learners.
5. Use a visible recognition system throughout each lesson that motivates pupils (bead jars, Dojo system, recognition boards).

6. Remain calm and give 'take up time' when progressing through the steps of managing and modifying behaviour. We aim to be preventative as much as we can but in the event of needing to sanction a child, the careful steps that can be found at the end of this policy must be followed.
7. Engage the use of 'talk' following every situation so that individual ownership is retained and reflective dialogue takes place between learners.

Expectations of Senior Leaders

Senior leaders stand alongside colleagues to support, guide, model and show a united consistency to the learners.

Senior leaders will:

- Take time to welcome children and family members at the start and end of every day
- Be a visible presence around the site and especially at transition times
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Encourage use of 'relentless routines', positive notes, and positive phone calls home
- Make sure that all 'restorative conversations' are completed as well as the set steps of resolution for any behavioural situation, both positive and negative
- Use behaviour data (recorded from KiVa) to target and assess school-wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Ensure staff training needs, both individual and corporate, are identified and targeted

Positive Strategies

The following positive strategies are used consistently by ALL adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Teachers create a welcoming environment by greeting pupils every morning through a formal meet and greet. This may be a simple 'Good morning' to provide a consistent check in and for every child.

All adults look for children who exemplify the school's values and go 'over and above'. The ways in which children are recognised for this are:

Dojo Reward System – we use the Dojo reward system in each class from Reception to Year 6.

This system is a structured, interactive approach, based firmly on the principles of capturing, rewarding and sharing the most individually important learning and positive engagement moments in school. Each class has a ClassDojo poster to explain and provide examples of the expected and/or exceptional behaviours that the different dojos reward.

Dojo rewards are delivered on-screen via the class teacher's interactive app. (GDPR protected). They are awarded for pupils being ready, respectful, kind, and for achievement.

This system provides immediate, visual and cumulative feedback for pupils, whether being taught in-class or remotely. One-tap acknowledgement allows pupils' efforts to be celebrated in the moment and for the progress pupils are making towards their learning goals/plans or EHCP outcomes to be recorded and celebrated.

Bead Jars – Each class has one empty glass jar as well as a tub of wooden beads. The children should work collectively as a class to earn as many beads to pop into their class jar as possible. The class teacher sets a reward appropriate for their class which the children receive once the glass jar is filled. This may take some classes longer than others but they focus on their class achievements and recognition. BEADS ARE NEVER TAKEN OUT OF THE JAR. Once earned, they stay within the class jar.

EYFS have adapted bead jars to visually define the smaller steps that can reap more frequent rewards for our younger children.

Beads are rewarded to children for positive behaviour that is displayed by the whole class (or the majority). Examples include for: lining up, tidying up, singing collectively, behaviour in assemblies, walking around school, uniform presentation, P.E. kit presentation, learning attitudes, external feedback.

This whole class reward system promotes positive team work, motivating the children to display positive behaviours and to work alongside each other towards a collaborative goal. Senior leaders also reward beads to classes who are displaying the behaviours listed above.

Recognition Boards – Each class has a recognition board that is used to celebrate those children who show consistent positive behaviour. It is also used to celebrate someone who has gone 'over and above' for a particular reason. Their photo is displayed pride of place on the recognition board for all to see.

Hot Chocolate Fridays – Children consistently going 'over and above' are invited to have hot chocolate with the Headteacher every Friday afternoon. There may be some weeks that no child in the class is chosen.

Positive Notes Home/Positive Postcards Home from the Headteacher – Positive notes home are also a high-level form of recognition for children. They are given to any child by any adult in school. There is no set amount of how many are given each week. Staff also post positive notes home via our online Seesaw platform.

'The positive note enables you to mark the moment with a child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Phone Calls Home – A member of staff or senior leader can make phone calls home to parent(s)/carer(s) to celebrate their child's success. Again, this is for children who always serve with love and strive for excellence.

Weekly Assembly Certificates (Celebration Worship) – Weekly assemblies through Celebration Worship take place on a Friday morning for children and staff to gather together as a whole school in order to celebrate each other's learning and individual achievements that week. Two children are selected by the class teacher for a 'Living the Mission' award and one child for a 'Reading' award;

teachers explain their reasons before announcing their chosen award winner. Hot Chocolate Friday nominations are announced during assembly as well, in preparation for their hot chocolate and biscuits that afternoon. The children are all seated pride of place on 'the best seats in the house' for the duration of the assembly.

Golden Assemblies – Golden assemblies are held at the end of each term to celebrate each term's greatest achievements; once again two children from each class are awarded 'Living the Mission' awards. Additional achievements are recognised: attendance awards, community awards, sports awards and more. The whole school attends and parent(s)/carer(s) are invited to attend to celebrate as a whole community. It is a most positive way to end each term.

Behaviour Strategy/Support Steps

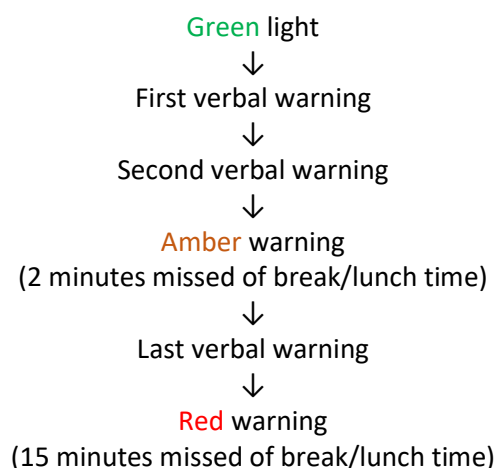
There is a 'praise in public, reprimand in private' consistent approach to behaviour across the school. Through our positive strategies, behaviour is celebrated in so many ways, both individually and collectively. There is clear understanding and evident practice of using praise as often as we can to promote wanted, positive behaviours. In the instance of unacceptable, negative behaviours, we focus clearly on using the language of choice, reinforcing the understanding that we choose our actions and are responsible for them.

Where children need help to understand the implications of poor choices, we operate a traffic light system. In practice this means that everybody starts a lesson on the green light. When a child makes a poor choice, they will be asked to think about what they are doing and given their first verbal warning. If the poor choice continues the child will receive a second verbal warning. This gives the child an opportunity to moderate their choices. If choices remain poor the next stage is an amber warning, resulting in two minutes missed from their break/lunch time. If poor behaviour continues, a final warning is given. The last step if unacceptable behaviour continues is a red warning, resulting in fifteen minutes of restoration and reflection time.

In certain circumstances a red warning may be issued immediately, for example when there is violent or abusive behaviour. In extreme circumstances, a child may be subject to a fixed or permanent exclusion.

At all points through this system, to maintain pupils' privacy and dignity, the traffic lights remain on the teacher's desk.

The steps of the traffic light systems are as follows:



1. During any lost break time, whatever length this may be, a restorative conversation is held between the staff member and the child. This consists of discussing the issue and a demonstration of truthful understanding from the child to highlight that they know what they have done.
2. It is important to add that every child is reset to **green** on the traffic light system (if not already on green) at the beginning of each session: for KS1, there are four sessions – pre morning break, post morning break, post lunch and post afternoon break. For KS2, there are three sessions – pre morning break, post morning break and the afternoon session.

The approach is restorative at every step. This is to support the child's understanding of what has happened and ultimately confirm the key message of making the right choices before their behaviour becomes subject to consequences. Restorative conversations must always be conducted before the end of the day so that the situations are spoken about while fresh in the child's mind. The conversation should always end on a positive note (a sample prompt script and example restorative questions can be found in the appendix to this policy). If this needs to happen in the presence of a member of SLT, then that is arranged; the member of staff leads the conversation with the child and the member of SLT offers support. Any behaviour that reached a red light during the day is communicated to SLT and also to the child's parent(s)/carer(s).

If a child from KS1 is displaying negative behaviour during every session within one day, a phone call home is made by the class member of staff at the end of the day. If a child from KS2 is displaying negative behaviour during every session within one day, the consequence would continue into the next day.

A senior member of staff is notified if a child has shown negative behaviour for the whole day. In consideration of the wider context of the individual child, the senior member of staff assesses and monitors the surrounding circumstances.

SEND – Children with special educational needs and/or a disability may require slight alterations to their individual learning plans. This must be discussed with our SENCO and SLT. Consequences must not run into the next day for a child with SEND. Reasonable adjustments are made for children with complex needs.

If a child has a physical outburst, then a senior member of staff is consulted immediately and an appropriate consequence, decided by the Headteacher, is actioned.

Home communication around negative behaviour is essential when a child has repeatedly displayed unacceptable behaviour throughout the day. NB – in order to ensure safeguarding and wider contextual information is considered and prioritised, no phone call home takes place without communication and clearance from a member of the Safeguarding Team.

Our EYFS staff operate the bead jars as their collective approach to supporting positive behaviour. The traffic-light system is not used for both year groups.

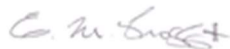
Senior leaders are always there to support staff with these processes. However, to ensure that rewards and consequences are delivered consistently and systematically, all staff members have responsibility and accountability for implementing the step by step system.

Closing Statement

For all at St Vincent de Paul Catholic Primary School to work, play and learn in that safe, secure, calm atmosphere, our behaviour policy and expectations must be followed constantly and consistently by

all members of school staff. This includes visitors to school, trainee teachers, students and volunteers. It is the responsibility of senior leaders to ensure that all adults fully understand the behaviour policy, in both expectation and practice and implement the processes efficiently and effectively.

This Behaviour policy and its practice will be reviewed termly.
In line with internal monitoring, any required amendments will be inserted and re-published.
Initial policy reviewed by:



Chair of the Governing Board
7th September 2022

Appendix

Sample Script Prompts:

- 'I noticed you are...'
- 'You are not showing our school value of...'
- 'You have chosen to...'
- 'Do you remember when you...'

Sample Restorative Questions:

- What happened?
- What were you feeling/thinking at the time?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?